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ME 745 Leadership/Church for Unchurched

Art McPhee

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Syllabus

Course: ME745 X1 (SP 2009)
Title: Leadership/Church for Unchurched
Hours: 3.00
Published: Yes, on 02/04/2009
Prerequisites:

None

Department: Evangelism/Church Growth
Faculty: Dr. Art McPhee



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Meetings:

During 02/09/2009 to 05/22/2009 Online via ExL.

Maximum Registration: 9

Catalog Description: Studies in organization leadership, especially the leadership of change, applied to the contemporary challenge of helping local churches move from tradition to mission and become effective "apostolic" churches. Draws from the writings and legacy of Lyle Schaller. Meets with MS620 on the Kentucky Campus.

Objectives:

Asbury Theological Seminary

MS620 / ME745 Leadership of the Church for Unchurched

Spring 2009

Professor: Dr. Art McPhee, Ph.D.
E. Stanley Jones Professor of Evangelism
Phone: 858-2215
art.mcphee@asburyseminary.edu

Course Guide

Welcome to this ExL edition of MS620 and ME745. In this Course Guide, you will find, *inter alia*, the course aims, schedule, expectations, assignments, and evaluation. When you have questions about the course therefore, please check the Course Guide and virtual site first, then contact my teaching assistant, Gil Pyo Lee or me; we will be glad to help. Mr. Lee's email address is gilpyo.lee@asburyseminary.edu. For technical questions, contact Asbury's Information Commons, which I call "Library Plus" (See Virtual Support Contact Information on page 7).

An important non-academic, but nevertheless essential, component of the course will be the "Devotional Corner." I hope you will check it out regularly. There will be a place for prayer concerns too.

Feedback from my assistant or me will come mainly in the comments on your written assignments but sometimes on the forums too.

In addition to email, I am available for Skype or phone conversations. (Make an appointment by email first.) In addition, if you have DSL, cable, or other high speed Internet access, you can take advantage of some conference calls we hope to have with guests later in the course, but to do so, you will have to download and set up the free Skype software.

God bless you in this learning endeavor!

Art McPhee

Current Catalogue Description

"Studies in organization leadership, especially the leadership of change, applied to the contemporary challenge of helping local churches move from tradition to mission and become effective "apostolic" churches. Draws from the writings and legacy of Lyle Schaller. Fulfills the United Methodist ordination requirement in evangelism. Prerequisite: IS501."

Course Format

This course consists of five modules. Module 1 (two classes) introduces the course and the concept of missional ecclesiology. Module 2 (three classes) highlights several key figures whose writings have aimed to turn churches outward. Module 3 (three classes) centers on strategic issues. Module 4 (two classes) deals with leadership and change. And module 5 (three classes) consists of select urban church case studies.

We will divide participants in this course into teams (a.k.a., "groups"). Each team will develop a church case study to share with the whole class. ME745 students will serve as team leaders and evaluators.

Definitions

- **Class:** the aggregate of a week's activities (including lectures, reading, discussion, etc.)
- **Groups:** the several discussion groups in the bi-weekly forums (cf. "Teams")
- **Modules:** units of two or more classes with the same theme
- **Teams:** the groups in their collaboration for term paper research (cf. "Groups")
- **Week:** Monday through Saturday. Weekly assignments should be complete by Saturday at 5:00 p.m. EST. Weekly postings will happen on Monday mornings.

Proposed Student Learning Objectives/Outcomes

Upon completion of this course, students will...

1. Understand how missional/apostolic churches differ in outlook and practice from inwardly focused churches.
2. Be able to articulate the biblical-theological rationale for a missional/apostolic ecclesiology as articulated in the writings of Georg Vicedom, Lesslie Newbigin, David Bosch, various participants in the Gospel and our Culture network, George G. Hunter III, Lyle Schaller, and others.
3. Be conversant with key concepts in change theory and transformational leadership, and the roles they can play in shifting the focus and practices of traditional churches to a mission-focused posture.
4. Be familiar with an array of missional/apostolic examples of churches (large and small) that demonstrate, *inter alia*, the following traits:
 - a. biblical, yet culturally relevant practices;
 - b. creative deployment of small group ministries; and
 - c. a strong commitment to lay hospitality, mobilization, and training.

Note: Although students' levels of achievement will vary, by honoring course policies, participating fully in classes, and completing assignments on time, every student is capable of consistent progress and a good grade.

Required Textbooks

Baab, Lynne M. *Reaching Out in a Networked World: Expressing Your Congregation's Heart and Soul*. Herndon, VA: The Alban Institute. ISBN-13 978-1566993685. (190 pp.)

Barrett, Lois Y., et al. *Treasure in Clay Jars: Patterns in Missional Faithfulness*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 2004. ISBN-13: 978-0802826923. (192 pp.)

Guder, Darrell, L., ed. *Missional Church: A Vision for the Sending of the Church in North America*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 1998. ISBN-13: 978-0802843500 (268 pp.)

Hunter, George G. III. *Church for the Unchurched*. Nashville, TN: Abingdon Press, 1996. ISBN-13: 978-0687277322 (188 pp.)

Hunter, George G. III. *Leading and Managing a Growing Church*. Nashville, TN: Abingdon Press, 2000. ISBN-13: 978-0687024254, (160 pp.)

Kotter, John P. *Leading Change*. Cambridge MA: Harvard Business School Press, 1996. ISBN-13: 978-0875847474. (187 pp.)

Schaller, Lyle E. (You may choose any of Schaller's many books.)

Assignments

1. Write a book review for each of the seven texts. See the "Course Outline" section of this Course Guide (pp. 6-7) for the due dates. For details on writing the book reviews, read Appendix A, "How to Write a Book Review for this Course" (found also in the Course Documents section of the virtual site).
2. You will find during the first week that you have been assigned to a forum discussion group. That first week, you will use the forum to get acquainted with the members of your group (a.k.a. "team"). Bi-weekly discussions will center on the lectures and readings. Discussion questions will be posted on the course site.
3. Your group will function as a team to prepare a case study of a "missional" or "apostolic" church. Instructions for the case study are in Appendix B: "How to Prepare a Missional Church Case Study for this Course" (found also in the Course Documents section of the virtual site). The case studies are due May 9.
4. Students taking the ME745 level of the course will coordinate their team's project (a missional/apostolic church case study), be responsible for quality control, and evaluate the contributions of the team members.

Evaluation

Each student's grade will be based on:

- reading the course documents (lectures, instructions, etc.) and participating in the forums (20%)
- book reviews (30%)
- case study, including team participation (30%)
- written exam (20%)

	Excellent		Good			Satisfactory			Minimal Pass			Fail
Letter	A	A	B+	B	B-	C+	C	C-	D+	D	D-	F
Per-cent Range	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0

Commentary on Quality Participation: Almost a third of your grade depends on online participation. Grading for participation considers two main things: the (1) quality and (2) timeliness of your participation. What do I mean by quality? Responses should not be hurriedly typed as one might do in an informal chat session. I do strongly encourage personal conversations and getting to know each other, but the forums are for serious interchange.

Therefore, plan your responses well. When you answer a question or address the comments of another student, your response should make a clear point, be well written (sans spelling and grammatical errors), and be on point.

Commentary on Timeliness and Time Spent: For full credit, please submit assignments on time and participate weekly online. Log on a minimum of twice every seven days. Read all of the lecture and assignment materials and all of the group discussion input. Keep up with the assigned work, notify the instructor when emergencies arise, and make up missing assignments no later than four days after they are due.

Course Outline

MODULE 1: The Background

The introductory lectures focus on the emergence and development of the notion of missional ecclesiology. This particular approach to the purpose and nature of the church will form the background for all the lectures and discussions to come.

1. From Barth to Newbigin: the Reemergence of Missional Thinking (Feb. 9-14)
2. Some Implications of Missional Ecclesiology for Twenty-First Century Churches (Feb. 16-21)

- Book review of Guder's *Missional Church* is due on February 21.

MODULE 2: Three Visionaries

The focus of this unit is on three contemporary leaders who have led the way in helping the church to think pragmatically about outgrowing its introversion. The list necessarily a select one, but the contribution of these three has been specially notable.

3. Donald McGavran, Father of the Church Growth Movement (Feb. 23-28)
4. George G. Hunter III, Doyen of Thinking on Reaching Secular People (Mar. 2-7)
5. Lyle E. Schaller, Dean of Church Consultants (Mar. 9-14)

- Book review of Hunter's *Church for the Unchurched* is due March 7.
- Book review of the Schaller book you chose is due on March 14.

MODULE 3: Strategic Thinking for Missional Churches

How do missional churches see themselves and their *raison d'être*? How does a missional ethos affect planning, practices, pondering, and praying? This module considers a strategic planning model, except that it is more than that.

6. Vocation, Values, and Vision (Mar. 16-21)
7. Missional Discernment and Planning (Mar. 23-28)

Reading Week: No Online Work (Mar. 30-apr. 4)

8. Missional GPS (Apr. 6-11)

- Book review of Baab's *Reaching Out in a Networked World* is due on March 28.
- Book review of Hunter's *Leading and Managing a Growing Church* is due on April 11.

MODULE 4: Leadership and Change

It is one thing to recognize the shortcomings of traditional Protestant and evangelical ecclesiology, but another to help a congregation embrace a new ethos. Old habits and ways of thinking are hard to leave behind. It is not as simple as laying out the newer, better logic and understanding.

9. Sparking a Missional Shift (Apr. 13-18)
10. Fostering a Missional Ethos (Apr. 20-25)

- Book review of Kotter's *Leading Change* is due on April 18.

MODULE 5: Case Studies

Classroom case studies are stories designed to help students think together about specific issues. In this module, we will reflect on how three urban churches came to embrace mission as their vocation and the remarkable results.

11. Central Presbyterian Church—established in Brooklyn in 1847 (Apr. 27-May2)
12. Bethel Baptist Church—begun in Los Angeles in 1943 (May 4-9)
13. Lakeridge Baptist Church—organized in Denver in 1959 (May 11-15)

- Book review of Barrett's *Treasure in Clay Jars* is due on May 9.
- Team Case Study is due May 9.

ATS Library (Information Commons)

The Asbury Seminary Information Commons (Library) provides the resources, services and information necessary for your research needs; by assisting you in identifying and locating information, and in using the library's resources and in helping you gain access to needed information located elsewhere; and by assisting with technical questions that arise.

Virtual Support Contact Information

For technical support, library research support, library loans and virtual media contact Info_Commons@asburyseminary.edu. Phone: (859) 858-2233; Toll-free: (866) 454-2733.

For general questions and administrative assistance regarding the Virtual program, contact Dale Hale: ExL_Office@asburyseminary.edu. Phone: (859) 858-2393.

Accessing Information Commons Materials

General Questions:

The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. Information Commons hours are posted here: <http://www.asburyseminary.edu/information/hours.htm>.

Materials Requests:

- a. To search the library catalog for available materials, click here: <http://www.asburyseminary.edu/information/index.htm>.
- b. Virtual Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.
- c. Virtual students are encouraged to make use of local library resources. Students who live within a 50-mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

Research Questions:

Virtual students are encouraged to contact Information Commons for research assistance including help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

Online Databases:

To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/information/index.htm> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student ID).

Copyright Policies

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

Virtual Media Copyright Information

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Incomplete Work

The official end of each term is 5:00 pm on the last day of the exam week. This hour is the deadline for handing in all course work. Each instructor may set an earlier deadline, but not a later deadline, for submission of any or all course work. The student must petition the Registrar and the faculty person involved for permission to receive an "I" at the end of a semester. The petition must be received before 5:00 pm on the last day of the term.

A grade of "I" denotes that the work of a course has not been completed due to *an unavoidable emergency*, which does not include delinquency or attending to church work or other employment.

If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as "F."

Incomplete grades shall be removed one calendar month prior to the close of the following semester unless the Office of the Registrar designates an earlier date. On the individual petition, If the work is not completed by the time designated, the "I" shall be changed to an "F" unless a passing grade can be given based on work already completed or unless special permission is granted by the Registrar. Professors are required to give either a grade or an "I," if approved, to each student registered for credit in a course. Students with Incompletes in two or more classes will not be allowed to enroll in a new semester or term without permission from the Registrar (from the ATS Catalogue, p.32).

Withdrawal Policy

Students may drop and add classes without penalty during the drop/add period:

- Fall and Spring Semester, through the first week of classes;
- ExL Summer Semester, through the first week of classes;
- One-week intensive courses, through the end of the first day of class;
- Other intensive courses, through the end of the second day of class.

Students withdrawing from courses after the drop/add period will receive a grade of WD (withdraw) on their transcripts, provided they meet the deadline for withdrawal (see the Academic Calendar in the current ATS catalogue for exact dates).

Appendix A

How to Write a Book Review

A significant part of the grade for this course comes from the book reviews you will write. So getting off to a good start is important. For that reason, I am offering some guidelines, including what I look for.

How to Read

I will begin with some ways to read a book. Although the reading for this course is not heavy, in a busy semester, you may also have to read books for other courses. On the other hand, perhaps, you are taking this course while in a full-time job. In either case, you may feel a little daunted by having to read every word of seven books (in this case), plus having to write book reviews for them. If so, I offer two words of encouragement.

First, even if you read every word at a moderate rate, you can finish all the reading for this course in about thirty-three hours. That is about 25 percent of the total time expected for a three-credit course.

Second, you may be surprised to learn that it is not a mortal sin to skim parts of a book and that you do not need to read every word – that is, if you are careful not to miss the book's key ideas and information, and the author's thesis. Here, for example, is a synopsis of my approach:

1. I find it helpful to begin a book by studying its table of contents, preface and/or introduction, index (if it has one) and bibliography.
2. Before I read each chapter, (a) I preview it; (b) I look at the subheadings and glance at the opening and closing sentences of paragraphs; and (c) I examine any charts and photographs it may contain.
3. Only then, do I read the chapter.
 - a. In reading, if I discover I am essentially familiar with what is there (that is, I am already well informed about what the author is covering) I usually read lightly, skimming and even skipping some parts.
 - b. However, if the material is new, difficult, or particularly insightful and useful, I take the time to drink deeply. I may even reread parts of some chapters.

You may prefer another approach: speed reading, for instance, or even going slow and leisurely taking it all in. If you do not read so fast or superficially that you fail to benefit from what the book has to offer, any plan is fine.

What I Look For

What will I be looking for in your reviews? First, I distinguish between a book report and the book review. I think of a book report as what I did in high school. I would give a summary of the book and state my opinion of it. A book review is different. It involves reflection and critical thinking. It involves asking questions—ones like the following:

- What background does the author bring to the topic?
- What is the main thesis or argument?
- What problems or issues does the author seek to resolve?
- Does the author have a bias? Are the author's points strong and clear?
- Are they logically sound?
- Are they well researched and well supported?
- Does the author's approach reflect a sound theology?
- Does the book reflect values that I affirm?
- What am I learning from this book?
- How, practically, can it help others and me?
- Does it bring other books, articles, or points of view to mind?
- Can I recommend this book?

How to Take Notes

Note taking is crucial. Write your notes in a notebook, on sheets of paper, on index cards, on your laptop, in the margins or inside the back cover of the book, wherever you choose – just do it! Develop codes to insert in the margins: highlight important passages, sections you want to reread, insights you want to copy elsewhere, questions you want to pursue, and places of agreement and disagreement. Mark quotations and others' ideas and intellectual property and the reference (This will save time later and, also, help prevent accidental plagiarizing.)

My Criteria for Grading

As I read your reviews, I will be looking for evidence that you have read reflectively and critically. However, I use four criteria for the grade:

- sound reflection and good ideas expressed in a clear, straightforward argument;
- engagement and interaction with the author's and ideas;
- writing mechanics (like grammar and spelling); and
- form and style.

They all count!

Form Style, and Length

I do not require title pages for book reviews, but I do require good form. Please take note of the following:

- The first page should start with your name, SPO box number, e-mail address, and the date.
- After that, you need to give the author, title, and publishing information of the book you are reviewing.
- Then comes the review itself, which in this course should be about 750 words in length. Figure two full pages of double spaced, 12 point type.

If you quote from the book you are reviewing, you need to cite the page number(s). If you refer to other books in your review, cite them appropriately and add a reference list or bibliography at the end.

Please use Chicago Style, as found in Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations* (7th edition, 2007) or the *Chicago Manual of Style* (15th edition, 2003), on which Turabian is based.

—Art McPhee

A Sample Outline for a Book Review*

Student's Name
SPO

Date
Email

TITLE OF THE REVIEW

Insert here the author's name, book title, publishing information, and number of pages.

1. Introduction (max two paragraphs)
 - a. Make it interesting
 - b. Give a brief overview (key points, ideas, etc.)
2. Body
 - a. Discussion of the Book (three or more paragraphs)
 - i. This is where you analyze the books assets, benefits, weaknesses, etc.
 - ii. Use critical thinking questions to get you started.
 - b. Insights and Ideas Gleaned from the Book (one paragraph)
 - i. First insight
 - ii. More
 - c. Possible Applications (brief paragraph)
 - i. First application
 - ii. More
3. Conclusions and/or Questions Concerning the Book (brief paragraph)

*This sample shows elements I look for in a review, but it is not a prescription. Organize your reviews creatively, in your own way. But do have a plan before you write!

Appendix B

How to Prepare a Missional Church Case Study for this Course

In this course, each team is to write a case study of a church that comports with the description of a missional church used in this class. Don't just choose a church with a strong, but traditional mission program, but one with a missional/apostolic focus (to do other will result in losing a letter grade on the case study). The case study will be twelve pages, or about 4,000 words in length and follow the form and style guidelines in Turabian's 7th edition. One electronic copy will be submitted to me and one to each of the other students in the class. It is due on Saturday, May 9 at 5:00 pm.

An ME745 student, who will also be responsible for quality control, and evaluating the contribution of each team member, will coordinate work on the case study. The team members should all be involved in the following:

1. Deciding on the church that will be the subject of the case study;
2. Gathering the required information;
3. Deciding who will write the drafts and revisions;
4. Commenting on the drafts;
5. Coming up with the final, open-ended questions.

I advise working on the project during the weeks after the bi-weekly forum responses are due. But whatever arrangement the team works out is OK.

The case study will include the following elements, but it need not necessarily follow this order:

Background

1. Give a brief history of the church.
2. Describe how the church understands its purpose.
3. Describe how the church is organized and functions.
4. Describe how the church discerns, plans, and executes its mission to its community and beyond.
5. Describe how the church fosters and teaches its missional ethos.

Ministries

1. Describe at least five ministries of the church in the community and beyond.
2. Tell how the ministries came about.
3. Evaluate the effectiveness of the ministries in reaching the unreached.

Three or More Missional Issues on Which the Church must Soon Decide

1. Describe the nature of the decisions.
2. Describe the options and their pros and cons. The pros and cons could include such factors as the following:
 - a. Available resources
 - b. Contextual factors;
 - c. Leadership;
 - d. Uncertainty;
 - e. Values conflicts; and
 - f. More.
3. Do not give your responses to the dilemmas. Instead, conclude the paper with two provocative and challenging questions about the missional issues this church now faces or will soon face in its errand to the world.

Note: This course includes a final written exam. Each of you will receive one of the case studies, with its two questions. Your final exam will consist of written responses to those two questions.

Appendix C

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